



Teacher:

Assessment Date:

Student:

Grade:

Jemry L. Small
Superintendent of Schools

Educational Program Description:

Part I: Functional Assessment Interview

I. **Description of the behavior of concern** (Specifically describe what the behavior looks like):

II. **Physiological and Medical Factors: (Please ask the parents if the team does not have access to this information)**

1. Could the behavior be a result of a medical condition or any form of physical discomfort

☐ NO

☐ YES

2. Could the behavior be related to a side effect of medication?

☐ NO

☐ YES

3. Could the behavior be the result of some physical deprivation condition (thirst, hunger, lack of rest, etc.)

☐ NO

☐ YES

III. **Antecedents and Establishing operations:**

1. Are there circumstances in which the behavior ALWAYS occurs?

☐ NO

☐ YES

2. Are there circumstances in which the behavior NEVER occurs?

☐ NO

☐ YES



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3. Does the behavior occur only (or more often) during particular activities?

☐ NO

☐ YES

4. Does the behavior occur only with (or more likely with) certain people?

☐ NO

☐ YES

5. Does the behavior occur in response to certain stimuli (demands, termination of preferred activities, tone of voice, noise level, ignoring, change in routine, transitions, number of people in the room, etc.)

☐ NO

☐ YES

6. Does the behavior occur only (or more likely) during a certain time of day? (morning afternoon, end of school day, evening)?

☐ NO

☐ YES



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IV. Skill Deficits Related to Behavior of Concern: (once you have asked these questions, make sure to replace the question points with a statement that indicates that the specific areas are not skill deficits which impact the behavior of concern, or list specifically which areas are impacting the behavior of concern, indicating the sources for that knowledge (team interview, observation, assessments)).

Could the behavior be related to any skill deficits? (Check* all that apply)

- ☐ **Academic Skills:** Task requirements as presented are not at the student's instructional level in the core areas of Reading, Math, or Writing.
- ☐ **Participation Skills:** The student has difficulty with participating in non-directed, semi-directed, teacher-directed, or peer-directed activities. The student has difficulty in small or large group instruction.
- ☐ **Social Skills:** The student has difficulty acquiring and/or maintaining peer friendships. The student often withdraws from social interaction. The student is often verbally and/or physically aggressive in social interactions.
- ☐ **Communication Skills:** The student has difficulty requesting what he/she needs, including items, activities, attention, information, changes in the environment, or help. He/she has difficulties in conversational skills and answering questions, understanding nonverbal or verbal language, or following directions.
- ☐ **Organizational Skills:** The student has difficulty organizing school supplies, study area, time or projects, organizing class notes, or dividing assignments into tasks.
- ☐ **Self-Regulation Skills:** The student has difficulties staying on-task; completing work assignments; handling stressful situations; calming self when agitated; following rules; or difficulty transitioning between activities, places, or people. The student has difficulty with problem solving.
- ☐ **Study Skills:** The student has difficulty studying for tests, taking tests, taking notes from lectures, or using studying techniques.
- ☐ **Motor Skills:** The student has difficulty with gross motor skills (e.g., running, raising arms, putting feet together, squatting, bending at waist) or fine motor skills (e.g. pointing, counting with fingers, holding a pencil/pen, holding a fork/spoon, pressing a computer key, using a mouse. The student has difficulty imitating others' actions.
- ☐ **Functional Skills:** The student has difficulty performing activities of daily living (e.g., eating, dressing, toileting, grooming).
- ☐ **Play Skills:** The student has difficulty actively exploring activities/toys in their environment (inside or outside) to play with during leisure time, playing with the items as designated, or engaging in interactive play with peers during activities.

*If checked, please refer for further assessment (i.e. Speech & Language evaluation, Occupational Therapy evaluation, curriculum-based assessments, and specific skills assessments)



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V. Consequence Factors

1. Does the behavior allow the student to **gain** something?

A. Preferred activities or items?

*Indicators: The behavior often occurs when the student sometimes or always regains an item or activity **that has been taken away or terminated**. The behavior often occurs **when** the student sometimes or always gains access to an activity or **item that he was told he couldn't have**. The behavior rarely occurs when the student **is given** free access to his or her favorite items or activities.*

☐ NO

☐ Yes _____

B. Peer or adult attention?

*Indicators: The student frequently approaches others. The student frequently initiates social interaction. When the behavior occurs, **someone** usually responds by interacting with the student in some way (i.e. verbal reprimand, redirection, comforting statements). The behavior rarely occurs when the student is receiving attention.*

☐ NO

☐ Yes _____

2. Does the behavior allow the student to **postpone, avoid, or escape something** such as task demands, social interaction, etc?

*Indicators: The behavior often occurs when the student sometimes or always postpones or escapes the task **demands placed upon him**. The behavior rarely occurs when few demands **are placed** on the student or when the student **is left alone**. The student is often noncompliant when asked to complete tasks and the student sometimes or always postpones or escapes the tasks. The behavior often occurs prior to predictable demands and the student sometimes or always avoids or postpones the tasks.*

☐ NO

☐ Yes _____

3. Does the behavior provide stimulation as an alternative to the student's lack of active engagement in activities?

Indicators: The behavior occurs frequently when the student is alone or unoccupied. The student seems to have few known reinforcers or rarely engages in social interaction activities. When the student engages in the behavior, others usually respond by not attending to the behavior.

☐ NO

☐ Yes _____



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Part II. Direct observation and Data Analysis

The FBA interview results in a measurable description of the behavior of concern and information that leads to direct observation with data collection and analysis.

- ◆ Direct observation
 - ◆ Serves to clearly define the behavior
 - ◆ Supports or refutes interview information
 - ◆ Allows for assessment of behavioral events in the student's natural environment
 - ◆ Leads to an hypothesis regarding the function(s) of the student's behavior of concern
 - ◆ Serves as a baseline to measure the frequency, duration, and/or intensity of the behavior prior to intervention
 - ◆ Provides information that is necessary to build a Behavioral Intervention Plan
 - ◆ Supplies the team with progress monitoring data to evaluate the implemented interventions and guide adjustments to the BIP.
- ◆ Data collection
 - ◆ Define the behavior in observable and measurable terms.
 - ◆ Determine the purpose for data collection—the type of information needed from each data collection session (i.e. frequency counts, identifying antecedents and/or consequences).
 - ◆ Outline the schedule including where, when, how often, and who will collect data.
 - ◆ Design tools that will result in the collection of the type of data needed and that are functional with clear coding systems.
 - ◆ Transfer the data to a visual representation (graph) and analyze it for trend, level and variability.
- ◆ Data collection methods
 - ◆ Record frequency and/or duration indicating time of day, location, activities occurring, and people present.
 - ◆ Write a description of the student's behavior as well as the antecedents and consequences using an Antecedent - Behavior - Consequence (A-B-C) format. This type of data must be collected multiple times across settings when the behavior of concern occurs as well as when the behavior of concern does not occur.

Note examples of data collection tools can be found at www.Pattan.net



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Part III. Summary

History of Interventions for current Behavior of concern	
Antecedent (Prevention Strategies):	Consequence Strategies

Observation data summary (attach graphic summary of observation data collected)

1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs.

2. Describe any patterns to the occurrence of the behavior of concern.

Antecedent and Consequence Factors

1. Describe the antecedents that are present when the behavior of concern occurs.

2. Describe the consequences that appear to be maintaining the behavior of concern?



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Hypothesis Regarding Function of the Behavior of Concern

(The team may identify more than one hypothesis)

1. When (antecedent to behavior of concern), (student) (behavior of concern) in order to (perceived function of the behavior)

2. When (antecedent to behavior of concern), (student) (behavior of concern) in order to (perceived function of the behavior)

Part IV Recommendations